



CBe-learn Sr High

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School Development Planning

Introduction

Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In accordance with Alberta Education's Requirements for School Authority Planning and Results Reporting, schools then provide assurance to school communities by communicating student growth and achievement in an annual report that demonstrates improvement results and next steps. These results support continuous improvement of the quality and effectiveness of education programs provided to students while also improving student learning and achievement (Funding Manual for School Authorities 2024-25 School Year p. 196).

This report includes results relative to the goals and outcomes set in the 2023-24 School Development Plan and the school's Assurance Survey results.

Data Story

Learning Excellence

Our data story is based on literacy results, inclusive of in-person assessment results, Diploma results, report card data and classroom data sets, referrals for student engagement, graduation rates, teacher course review and reflection, and student surveys. We will continue to benefit from increased course completion rates and renewed commitment to increasing academic success.

Humanities

The Humanities team has worked to improve disciplinary literacy and increase the rate of credit achievement over the past cycle. They have achieved this by increasing the consistency of calibration in assessing student written work in ELA and Social Studies courses, integrating principles of Universal Design for Learning in the redesign of online courses, and focusing on diploma exam results data. Additionally, they have embedded foundational digital literacy skills in humanities disciplines to remove barriers to effective online learning. Students are welcomed into each course with short, easy-to-accomplish activities and tasks to familiarize them with online learning. Teacher welcome messages guide students on how to approach learning tasks, synchronous sessions provide direction on completing tasks successfully, and ongoing practice with digital writing platforms used for provincial exams is provided.

Alberta Education Outcomes

- Alberta's students are successful.
- First Nations, Metis, and Inuit students in Alberta are successful.
- Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy.
- Alberta's K-12 education system and workforce are well-managed.

CBE Results Policies

- Results 1: Mission
- Results 2: Academic Success
- Results 3: Citizenship
- Results 4: Personal Development
- Results 5: Character

See the CBE Board of Trustees' [Results Policies](#) for the full and detailed Results statements



CBE 2024-27 Education Plan

**Learning Excellence**

Strong student achievement for lifelong learning and success

- Students achieve excellence in literacy and mathematics
- Student learning improves through fair and equitable assessment practices
- Learning opportunities prepare students for future learning and success

Well-Being

Students and employees thrive in a culture of well-being

- Structures and processes improve students' sense of belonging and well-being
- Employees are supported in building skills, strategies and relationships that contribute to positive well-being

Truth & Reconciliation, Diversity and Inclusion

Students and employees experience a sense of belonging and connection

- Students who self-identify as Indigenous experience improved well-being and achievement
- Students experience inclusive teaching and learning that reflects and celebrates diverse cultures and identities
- Working and learning environments promote equity, diversity and inclusion

Diploma Data Comparison Jan to June 2024	ELA 30-1	ELA 30-2	SS 30-1	SS 30-2
Written Response Average Score	+2%	+7%	-2% (within 5% of provincial result)	+3%
Achievement of Standard of Excellence on Blended Mark	+14%	+6%	-4% (within 5% of provincial result)	+7%

Mathematics

In analyzing diploma marks, it was noted that results on written response questions were low in Math 30-1, unlike in Math 30-2. To address this, the math team made concerted efforts to incorporate math directing words into course content at all levels. These directing words are also used in online sessions to model how students should interpret questions and demonstrate their knowledge. These actions were taken to help students better answer written response questions and improve their overall diploma exam marks. A focus on rich feedback has been implemented to help students improve understanding for subsequent assessments and to help them guide their studies. The table below illustrates the impact this has had on overall performance on written response questions from the diploma exam:

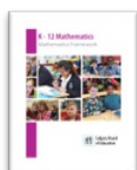
Average on Diploma Written Response Questions in Math 30-1		
June 2023	Jan 2024	June 2024
2.7/5 = 54%	3/5 = 60%	3.5/5 = 70%

Well-Being

School Connectedness and Belonging, Regulation, and Diversity and Inclusion reports are strong according to the OurSchool and CBE Student Survey. Areas of strength include student safety, acceptance, and cultural values. The survey data indicates that an improvement is needed for student Resilience and Mental Health, where there is only 65.84% agreement. CBe-learn has a high percentage of students who have indicated that their reason for transfer is due to mental health.

Truth & Reconciliation, Diversity, and Inclusion

In keeping with our commitment to Truth and Reconciliation, teachers picked a call to action and implemented it within their courses. Examples include a land acknowledgment as part of the initial course welcome, incorporating Indigenous perspectives into text choices, and looking to other ways of knowing. Professional development has centered around better knowing and understanding our learners and promoting an inclusive school culture. The perception data indicates that more focus on ensuring all cultures are represented through our learning environment would be beneficial for student well-being. While most questions have between an 80-97% agreement rate, only 54.48% of students agreed with the question, "I see myself reflected in my school."





School Development Plan – Year 1 of 3

School Goal

To improve high school course completion rates

Outcome:

Enhanced digital literacy across all disciplines

Outcome Measures

- *Diploma Examination Results – ELA Part B, SS Part B, Math Part B*
- *In Person Assessment Results*
- *Report Card Data Semester 1 and 2*
- *Assignment Stem/Outcome Analysis*
- *Referrals for student non-engagement*
- *Graduation rates*
- *Course completion rates*
- *Credit accumulation rates per semester & year*

Data for Monitoring Progress

- *Internal Course end surveys*
- *Student engagement in courses-referrals*
- *Feedback from teachers-mark updates*
- *Teacher Course Review and Reflection*
- *Student Well Being Team Student Survey*

Learning Excellence Actions

- *Implement consistent course design standards and phased adoption of outcomes-based assessment*
- *Use common vocabulary and processes in communications, and reinforce practices through frequent school messaging*
- *Enhance digital literacy and AI strategies, and revamp course content to reflect high impact and Tier 1 strategies*

Well-Being Actions

- *Attend the High School Pre-Learning Student Well-Being Symposium and participate in the Student Well-Being Action Team.*
- *Develop online learning spaces that ensure a safe and respectful environment for learners.*
- *Foster a culture that values the thinking process, strategies, and the importance of learning from mistakes.*

Truth & Reconciliation, Diversity and Inclusion Actions

- *Provide professional learning and resources for culturally responsive teaching, and utilize scaffolding strategies to support diverse learners*
- *Empower students with choice and voice in learning and assessment, and maintain consistent course design standards*
- *Offer personalized messaging, support opportunities, and highlight cultural celebrations in a D2L news shell.*

Professional Learning

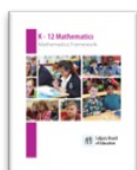
- *Attend system OBA series and participate in SEL, Student Leadership, and Student Wellbeing Action Team.*
- *Engage in discipline-specific Professional Learning Communities to explore data-drive solutions*

Structures and Processes

- *Implement course-level engagement and focus on digital accessibility in OBA courses*
- *Conduct early in-person assessments and provide a flexible assessment center*
- *Use collaborative response structures to identify*

Resources

- *Gov't of AB - HS Completion Strategic Framework*
- *Book - This is Disciplinary Literacy by L. Lent*
- *Insite - EAL resources*
- *Insite - ELA resources*
- *Online Learning School and School Leader Authority Guide (AB Education)*





- *Conduct whole school professional learning focused on assessment, accessibility, cultural awareness, online best practices, and digital literacy*
- *Provide consistent support and resources to enhance teaching and learning practices*

students needing support early

- *Offer targeted support for high school transitions, including 1:1 learning support and scheduled “Get It Done” days.*

- *CBE - Student Well-Being Framework A Culture of Well-Being*
- *CBE - Indigenous Education Holistic Lifelong Learning Framework*
- *CBE - Literacy Framework*
- *CBE- Assessment and Reporting Guide*
- *CBE - CORE specific Assessment and Reporting Guides*

